

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: 2014 MAY 12 PM 12:15 RECEIVED TEXAS EDUCATION AGENCY DISTRICT CONTROL CENTER DISCRETIONARY GRANTS
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal Information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name		County-District #	Campus name/#	Amendment #	
May Independent School District		025-905	May Elementary School 025-905-101 May High School 025-905-001		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #		
75-1613852	15	11	184191302		
Mailing address			City	State	ZIP Code
3400 CR 411 East			May	TX	76857
Primary Contact					
First name	M.I.	Last name	Title		
Natalie		Steele	Principal		
Telephone #	Email address		FAX #		
254-259-3711	natalie.steele@mayisd.com		254-259-2135		
Secondary Contact					
First name	M.I.	Last name	Title		
Robert		McCorkle	Technology Director		
Telephone #	Email address		FAX #		
254-259-2091	robert.mccorkle@mayisd.com		254-259-3514		

Part 2: Certification and Incorporation


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Don		Rhodes	Superintendent
Telephone #	Email address		FAX #
254-259-2091	don.rhodes@mayisd.com		254-259-3514

Signature (blue ink preferred)

Date signed

 4/30/2014

Only the legally responsible party may sign this application.

701-14-107-074

Schedule #1—General Information (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of the STAAR Lending Program May ISD is seeking grant funds to implement the Students, Technology, And Academic Readiness STAAR Lending project. The STAAR Lending project is designed to expand the small-scale technology lending program that is in place at the elementary and high school campus. This project will directly benefit approximately 70 students who will be 4th graders and 9th–11th grade science students beginning with the 2014-15 school year. At May ISD, (MISD) our District Goal is to provide all students with the tools they need to become successful in life. We find our district is moving to a digital online learning format as we are now using online textbooks and emphasizing the use of "technology—tools" such as laptops, iPads, and electronic white boards in the classroom. Our Project Goal aligns with the District Goal, as this project will provide students, including economically disadvantaged students and those with learning disabilities, with a variety of technology tools to engage in meaningful learning, 24 hours a day, 7 days a week. Our Project Goal is also aligned with the *May ISD 5-Year Tech Plan* and the *Texas Long-Range Plan for Technology 2006-2020*, which all emphasize the use of modern digital tools and resources through robust connectivity.

STAAR Lending Program Budget The May ISD Technology Leadership Team (TLT) developed a comprehensive budget in the amount of \$81,395. Twenty (20) iPads with carrying cases will be purchased for the 4th grade lending program and fifty (50) laptops with carrying cases will be purchased for the 9-11th grade science lending program. Both devices will access recently adopted digital online instructional materials that are aligned with TEKS and STAAR, and Internet on a daily basis for: 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) engaging in project-based learning; 3) building technology literacy and 4) and reaching challenging academic standards in the core curriculum areas of math, science, reading, and ELA for the 4th graders and science for the 9th–11th graders. *In addition to purchasing iPads and laptops, also referred to as mobile-devices for the purpose of this grant application.* MISD will purchase iPad and laptop carts to charge the devices when not in use. The district will buy wireless routers and an AT&T data plan so the students can use the mobile devices at home for on-demand, anytime, anywhere extended learning where the students participate in project-based and enrichment activities at home. The budget also includes insurance for the mobile devices in the event they are damaged, lost or stolen.

May ISD Demographics Geographically, May ISD is located in the small, rural, Central Texas community of May. MISD consists of two campuses, May Elementary School and May High School. Both are Title 1 Campuses. May ISD serves approximately 238 students in grades Prek-12. Ethnically, 81% of the students enrolled are White and 16% are Hispanic. Financially, our district operates with VERY limited financial resources. A large portion of the school district revenue comes from property taxes and most property in May is agricultural exempt. Academically, the May students have many challenges to overcome as a majority of the students (51.3%) are economically disadvantaged and 22.3% are identified as at-risk. These economically disadvantaged and at-risk students are low performers on state assessment tests when you compare their scores to the general population. Furthermore, of the 70 students who will participate in the project, 30 students indicated on a survey they do not have Internet access at home.

Needs Assessment Process Planning for the STAAR lending project involved a comprehensive needs assessment process led by the Technology Leadership Team (TLT). They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels AND develop the project goals, activities and budget.

Management Plan Our Superintendent will have final oversight and decision-making over the STAAR lending program. He will meet with the principals, technology director and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The Campus Principal at the elementary and the high school will serve as the Project Manager at their campus and will conduct classroom observations and review lesson plans to ensure teachers are integrating the mobile devices, online curriculum and resources, and the Internet into the instructional process. The Technology Director will purchase mobile device, the data plan, and insurance. He will organize the 4th & 9th–11th grade mobile-device "Roll Out." He will ensure all digital instructional materials are accessible at school and through the loaned device. He will ensure the mobile devices are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 025-905

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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manager will be responsible for the financial management of the grant. She will maintain all financial records according to local and TEA guidelines. The Technology Leadership Team (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.

Evaluation The Technology Leadership Team will collect a variety of qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to improve and refine the STAAR lending project.

Statutory Requirements Throughout the application May addresses the 2 statutory requirements.

Requirement 1: How applicant will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, MISD has a few laptops available in the library to loan to elementary and high school students to check-out. Also, every 12th graders is issued at laptop at the beginning of the school year for school and home-use until graduation. The laptops are then issued to the next 12th grade class. May ISD will use grant funds to purchase iPads and laptops to expand the existing technology lending program into 4th grade and 9th–11th grade. The iPads and laptops will be checked-out daily for home use to access the Internet and electronic instructional materials so students can engage in project-based and enrichment learning.

Requirement 2: Use of Instructional Materials Allotment (IMA) and other funding sources to ensure students have dedicated access to a technology device. Specifically, May has used EMAT funds and SSI funds to purchase devices used for the small-scale checkout program. May also uses IMA funds to purchase digital electronic instructional materials. Other funding sources for technology include REAP funds, E-Rate, local tax revenues, Texas Technology Allotment, Title I, Part A; Title II, Part A; and Title II, Part D funds, compensatory funds and state grant funds.

TEA Requirements The May STAAR lending program adheres to the 11 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is to provide our students, including economically disadvantaged students and those with learning disabilities, with a variety of technology tools to engage in meaningful learning, 24 hours a day, 7 days a week with **priority** focused on 4th grade at the elementary campus and 9th–11th grade at the high school campus. The use of iPads and laptops and a lending program will **align** with the online curriculum, the technology-driven instruction, and a 21st century classroom management. The students will use the mobile devices to access core and supplemental curriculum **electronic instructional materials**. The teachers have participated in technology-based **professional development** related to the use of Internet and electronic instructional materials. Though the professional development has occurred teachers continue to participate in research-based professional development programs like Project Share using non-grant funds. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The mobile devices will come equipped with WiFi and 3G/4G **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the device, will troubleshoot, and keep the mobile-devices in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. Teachers will be responsible for **checking-out and checking-in** the mobile devices. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that May is **committed** to a technology lending program now and in the future. Through federal, state and local funding, May ISD will continue to expand the technology lending program into other subject areas and grades.

Grant-Specific Criteria This project meets the following grant-specific criteria: More than one campus (May Elementary & May High School) will participate in the Technology Lending Program grant (4 pts); One or more campuses (May Elementary & May High School) has an established technology lending program (4 pts); and One or more campuses (May Elementary & May High School) is using electronic instructional materials in more than one foundation curriculum subject area (math, science, reading, ELA) (2 pts).

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 025-905	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$24,640	\$0	\$24,640
Schedule #9	Supplies and Materials (6300)	6300	\$6,465	\$0	\$6,465
Schedule #10	Other Operating Costs (6400)	6400	\$240	\$0	\$240
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$50,050	\$0	\$50,050
Total direct costs:			\$81,395	\$0	\$81,395
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$81,395	\$0	\$81,395

Administrative Cost Calculation

Enter the total grant amount requested:	\$81,395
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$12,209
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Home Internet Access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: iPads and laptops access Internet at students' home		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$24,640
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$24,640

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 025-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 025-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$24,640	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$24,640	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 025-905

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost		
	1	Laptop Cart	Charge laptops when not in use	1	\$3,019		
	2	iPad Cart	Charge iPads when not in use	2	\$3,446		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:					\$		
Remaining 6300—Supplies and materials that do not require specific approval:					\$		
Grand total:					\$6,465		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 025-905		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$240
Grand total:			\$240

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 025-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	iPads with carrying case	20	\$480	\$9,600
3	Laptops with carrying case	50	\$809	\$40,450
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$50,050

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 025-905	Amendment # (for amendments only):
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Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			70 students in grades and 4 th , 9 th –11 th grade	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	4 th Grade 96.8% High School 97%
Hispanic	14	16%	Annual dropout rate (Gr 9-12)	0%
White	66	81.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	4 th Grade 62% High School 81%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4 th Grade 10% High School 11%
Economically disadvantaged	41	51.3%	Students taking the ACT and/or SAT	69.2%
Limited English proficient (LEP)	3	3.8%	Average SAT score (number value, not a percentage)	920
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	21.9

Comments

May Elementary School -- Title 1 Campus & rated Academically Acceptable Campus in 2011 per TEA AEIS Report

- 17.3% of students are identified as at-risk & 25.9% of students are highly-mobile
- Economically disadvantaged and at-risk students are low performers on state assessment tests when you compare their scores to the general population
- Campus does not have the appropriate numbers of (laptops/iPads/iPod touches) to lend to students for home use
- Not all students meet the technology proficiencies as measured by the Technology TEKS
- Not all students have access to a loaned mobile device
- Not all students have Internet access at home
- Campus is Developing in Teaching and Learning and in Educator Preparation per the 2012-13 STaR Chart

May High School -- Title 1 Campus & rated Recognized Campus in 2011 per TEA AEIS Report

- 25.5% of students are identified as at-risk & 19.7% of students are highly-mobile
- Economically disadvantaged and at-risk students are low performers on state assessment tests when you compare their scores to the general population
- Campus does not have the appropriate numbers of (laptops/iPads/iPod touches) to lend to students for home use
- Not all students meet the technology proficiencies as measured by the Technology TEKS
- Not all students have access to a loaned mobile device
- Not all students have Internet access at home
- Campus is Developing in Teaching and Learning and in Educator Preparation per the 2012-13 STaR Chart

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						20					11	18	21		70
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:						20					11	18	21		70

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Schedule #13—Needs Assessment

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning for the STAAR lending project involved a comprehensive needs assessment process led by the Technology Leadership Team (TLT). They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels.

The TLT evaluated campus data to rank each campuses need for this project using a scale of 0-5, with 0 being "no need" and 5 being "extreme need." In evaluating elementary student data using the 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA website, the TLT identified large percentages of socio-economic and academic needs as 57% of the elementary students are economically disadvantaged, 17.3% are at-risk and 25.9% are highly mobile. There is a limited number of laptops are available for checkout at the elementary campus. *Based upon this data the elementary campus was ranked a 5 of being in "extreme need" of a lending program.* In evaluating high school data using the same AEIS Report, 46.2% of the students are economically disadvantaged, 25.4% are at-risk and 19.7% are highly mobile. The science scores stoodout as they are declining and a limited number of laptops are available for checkout at the high school campus. *Based upon this data the high school campus was also ranked a 5 of being in "extreme need" of a lending program.*

In evaluating the professional development, the TLT noted that all of our K-12 teachers have participated in professional development activities that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

In prioritizing grade levels within the elementary school, the TLT determined of the elementary grades, the incoming 4th graders have the largest percentage of economically disadvantaged students, at-risk students, and students with learning disabilities. The same group of 4th graders are low performers on STAAR assessments. In reviewing the Technology Application TEKS, the TLT also found that not all of the 4th graders are proficient in the Technology Applications TEKS. The TLT also determined that grades 9--11 have the greatest need for a lending project based upon their limited access to technology, their declining science scores on assessments, and compelling research.

In evaluating the subject areas to target within 4th grade, *research indicates that 4th graders need a strong educational foundation in the four core curriculum areas of math, science, reading, and ELA.* In addition 4th graders have access to newly adopted digital core curriculum in which to build strong background knowledge and skills. For those reasons, May has chosen to target the four core curriculums. For the high school campus, the assessment scores in science are declining and for that reason science courses are targeted for the STAAR lending program. The TLT recommended that 4th graders and high school students be surveyed to determine how many do not have Internet access at home. The survey showed that of the 70 students surveyed, 30 students do not have Internet access at home. The survey noted that 15% of high school students do not have Internet at home. The incoming 4th grade results indicated that 50% did not have Internet at home.

Though technology is limited in 4th grade and at the high school campus, the TLT determined that technology is in place within the campus and a current lending program exists. Laptops are available in the library to loan to elementary and high school students to check-out. Also, the 12th graders are issued at laptop at the beginning of the school year for school and home use until graduation. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted for all of the core courses. Because of the small scale lending program that is place there is a need to purchase additional handheld devices to expand the lending program into additional grades.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to purchase handheld technology devices to be used as a daily technology tool to provide students with the tools they need to become successful in life	Technology Lending Program (TLP) grant will provide MISD with the financial resources to purchase iPads for 4 th graders and laptops for the high school science classes
2.	Need for students to have the opportunity to checkout handheld technology devices for on-demand access to digital electronic materials as part of extended 24/7 learning opportunities	20 iPads will designated for the 4 th grade lending program and 50 laptops will be designated for the 9 th —11 th grade lending program. All of these students, many of which are economically disadvantaged, at-risk, and have learning disabilities will check-out on the mobile devices on a daily basis to access the Internet and digital instructional materials while at home.
3.	Need for handheld devices to access the Internet while at home	The iPads and laptops will come equipped with access to the Internet through WiFi and 3G/4G so students can access the Internet while at home.
4.	Need to improve academic performance as measured by STAAR assessments.	Instruction and curriculum will combine iPads and laptops with TEKS aligned technology-based supplemental curriculum to improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk and with learning disabilities) in the core content areas as measured by benchmark and state assessments.
5.	Need to increase the number of students who demonstrate proficiency on the Technology Applications TEKS for their grade level.	iPads and laptops combined with TEKS aligned technology-based curriculum will allow for: <ul style="list-style-type: none"> • greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; • students demonstrating proficiency on the Technology Applications TEKS; and • Campus STaR chart rating improve from Developing Tech to Advanced Tech.

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Schedule #14—Management Plan

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Don Rhodes, is a highly-educated and well-qualified leader who brings 47 years of educational experience to the project. He was a classroom teacher for 12 years; a Principal for 3 years; and has served as an Assistant Superintendent/Superintendent for the past 32 years. Mr. Rhodes's credentials include a Bachelor's Degree and Masters of Education in Administration. He possesses a Mid-Management and Superintendent Certificate.
2.	Project Director	Principals at the elementary and high school campus bring a wealth of classroom knowledge as an experienced campus administrator to the project. They have been a principal for at least 3 years and prior to that were a classroom teacher. The principals possess a Bachelor's Degree, a Master's in Education Administration with certifications in Mid-Management and Superintendency.
3.	Technology Director	Technology Director, Robert McCorkle, has served as the Technology Director at May ISD for the past 6 years. He successfully manages all aspects of the network and supports the teachers and students' use of technology.
4.	Business Manager	Business Manager, Shannon Davis, has successfully managed numerous Federal and State grants with fidelity and the STAAR lending project will be no different.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	10/01/2014	02/01/2015
		2. Spend 100% of grant funds	10/01/2014	08/31/2015
		3. Provide MISD School Board with grant related reports	10/01/2014	08/31/2016
		4. File budget amendments and reports with TEA	10/01/2014	08/31/2016
2.	iPad/Laptop Implementation (mobile devices)	1. Order student iPads and laptops with WiFi capabilities, 3G/4G data plan and wireless routers	10/01/2014	10/31/2014
		2. iPad and Laptop Rollout meeting with parents	11/01/2014	11/15/2014
		3. Student use mobile devices to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
3.	Extended Learning Opportunities	1. Students checkout mobile devices for on-demand home use to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
4.	Evaluation	1. Number and % of students who checked out mobile devices	10/01/2014	08/31/2016
		2. Number and % of economically disadvantaged students and students with learning disabilities participating in the lending program	10/01/2014	08/31/2016
		3. Number and % of economically disadvantaged students who had access to the Internet at home	10/01/2014	08/31/2016
		4. 1:1 ratio of mobile devices to students	10/01/2014	08/31/2016
		5. Number and names of courses using digital content		
		6. Titles of digital materials used within courses as part of the technology lending program.	10/01/2014	08/31/2016
		7. Number and % of teachers who leveraged electronic instructional materials	10/01/2014	08/31/2016
		8. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team will meet monthly to determine the extent to which the STAAR lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the TLT will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

MISD Administrators firmly believe that no district or campus programs, activities, policies or procedures are a sacred cow AND all can be changed based upon the findings of student data.

The TLT will make refinements to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at TLT meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the MISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at May Elementary and High School is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged students, at-risk students and students with learning disabilities.*

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD has successfully coordinated local, state, and federal funds to establish a technology lending program that continues to exist today. Using federal and local funds, a robust technology infrastructure was put in place to support the use of technology devices in the classrooms and throughout the campus. Using EMAT and SSI funds, the first-ever lending program was established as laptops were purchased for 12th graders to use at school and at home and a handful of laptops were purchased for K-11th grade students to check-out from the library on a daily basis.

May will continue to successfully coordinate and maximize funds for the STAAR lending project. For example, the district uses Instructional Materials Allotment funds to put in place online digital materials and is proposing to use the 2014-16 Technology Lending Program grant to expand the existing small-scale lending program into 4th grade and grades 9-11. MISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable MISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. May ISD has other resources such as technology, district website, and computer labs, and the campus meets all the accessibility requirements for children and families with special needs. The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	iPads and laptops ordered and available for check-out
		2.	Home Internet access available on all iPads and laptops
		3.	Online digital core curriculum accessible through iPads and laptops
2.	Document budget expenditures -- Financial reports	1.	Spend 50% of grant funds by 02/01/2015
		2.	Spend 100% of grant funds by 08/31/2015
3.	Evaluate student academic data	1.	Improve performance on all STAAR assessments for 4th graders by 10%
		2.	Improve performance on STAAR Science for 9-11th graders by 10%
		3.	Students in subgroups will improve their performance on STAAR by 10%
		4.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of iPads/Laptops -- Classroom observations; -- Mobile device checkout logs;	1.	100% of iPads and laptops used daily at school by 4 th , 9 th -- 11th graders
		2.	100% of 4th, 9th -- 11th grade students checkout a iPads and laptops for home use
		3.	Meet 1:1 student/mobile device ratio in 4 th , 9 th -- 11 th grade
		4.	Move from Developing Tech to Advanced Tech on the Campus STaR chart

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Evaluation Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the iPads and laptops
- 2) Number and percent of economically disadvantaged students and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

May agree to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. San Saba will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that should be addressed. Possible issues may include but not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project directors will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$81,395, May ISD will enhance the existing technology lending program that is in place by expanding the lending program into the 4th grade and 9th—11th grades. TLP grant funds will purchase iPads, laptops, home Internet access, and insurance for the iPads/laptops. Specifically:

- \$9,600 – 20 iPads with carrying cases will be purchased for 4th grade students to use the iPads at school and at home to access digital electronic materials for project-based and enrichment learning.
- \$40,450 – 50 laptops with carrying cases will be purchased for 9th –11th grade science classrooms and for the science students to take home and work on enrichment and project-based learning activities.
- \$3,019 – 1 laptop cart to keep laptops charged when not in use
- \$2,446 – 2 iPad carts to keep iPads charged when not in use
- \$24,640 will pay for monthly 3G/4G data plans so the students can access the Internet while at home.
- \$240 will be used to purchase insurance for the iPads and laptops. The insurance coverage may include accidental damage, liquid damage, theft, fire, vandalism, and natural disasters.

All equipment purchased with Technology Lending Program grant funds will be the sole property of May ISD.

Using lessons learned from previous technology immersion projects, MISD developed a timeline to purchase the items on-time and within budget.

- iPads and laptops will be ordered in October 2014 and be in the hands of the students for checkout in November 2014.
- By January 2014, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow students to use technology as a tool for project-based learning.
- Spend 50% of the grant funds by February 1, 2015.
- Spend 100% of the grant funds by August 31, 2015

It's important to note that all equipment purchased through the Technology Lending Program grant funds will be the property of May ISD. May will use Technology Lending Program funds to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

May ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for May to purchase enough lending technology for every student who needs dedicated access to a device. Instead May ISD is using the Technology Lending Program to purchase lending equipment. In the past May ISD used EMAT and funds to purchase 25 laptops for the 12th graders to use at school and at home and SSI funds to purchase a handful of laptops for the K-11th grade students to checkout from the library.

Though May is only using Technology Lending Program funds to purchase the STAAR equipment, it is important to note that May has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, May can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure students have the tools needed to become successful in life.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The May ISD District Goal is to provide all students with the tools they need to become successful in life.

The STAAR lending project was developed with the District Goal in mind. In order for all students to have the tools they need to become successful in life, the existing small-scale technology lending program needs to be expanded into other grades. And as our district is moving to a digital online learning format, we are now using online textbooks and emphasizing the use of "technology—tools" such as laptops, iPads, and electronic white boards in the classroom, the STAAR lending project we integrate the online textbooks and online instructional materials so students can access the materials while at home.

The STAAR lending is also aligned to the District Goals as it will provide ALL students within 4th grade and 9-11th grade with a variety of technology tools to engage in meaningful learning, 24 hours a day, 7 days a week. In mentioning ALL students, our project will target subgroups of students such as economically disadvantaged students and those with learning disabilities. It is these students who *typically* do not have access to resources beyond the school day to engage in learning activities.

The STAAR lending program is also aligned with the *May ISD 5-Year Tech Plan* and the *Texas Long-Range Plan for Technology 2006-2020*, which all emphasize the use of modern digital tools and resources through robust connectivity.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District stakeholders from the Technology Leadership Team (teachers, student, parents, community members and administrators) prioritized data to determine the campus(es) with the greatest need for a lending program. The TLT ranked each campus on a scale of 0-5, with 0 being "no need" and 5 being "extreme need."

In evaluating elementary student data using the 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA website, the TLT identified large percentages of socio-economic and academic needs as 57% of the elementary students are economically disadvantaged, 17.3% are at-risk and 25.9% are highly mobile. There is a limited number of laptops are available for checkout at the elementary campus. The district is well aware that many students have limited opportunities to access technology once they are away from the school. *Based upon this data the elementary campus was ranked a 5 of being in "extreme need" of a lending program.* May ISD will purchase 20 iPads for use in the classroom and the iPads will be available for check-out for home use for project based and enrichment learning activities.

In evaluating high school data, the TLT used the same AEIS Report which indicated 46.2% of the students are economically disadvantaged, 25.4% are at-risk and 19.7% are highly mobile. The science scores on this report also stoodout as they are declining and a limited number of laptops are available for checkout at the high school campus. The TLT also took into account recent research that says high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Tomorrow's workforce will be dominated by STEM occupations- employment in science and math occupations will grow 70 percent faster than the overall growth for all occupations. (Bureau of Labor Statistics, 2012). *Based upon this data and the high school campus was also ranked a 5 of being in "extreme need" of a lending program.* The TLT also determined that grades 9--11 have the greatest need for a lending project based upon their limited access to technology, their declining science scores on assessments, and compelling research. After analyzing all the data, and since the 12th graders already had enough laptops, the remaining high school students were in need of laptops that could be purchased with grant funds. This would allow all 9--11th graders to have access to laptops anywhere/anytime. Furthermore, by integrating technology and digital tools into the 9-11th grade curricula will create classrooms and environments that spur student interest, especially in STEM areas.

As for residential access, May will purchase iPads and laptops equipped with WiFi, along with wireless routers, and a 3G/4G data plan so the students can use the mobile devices at home for anytime, anywhere extended learning. While at home students can drill, practice and reinforce the skills taught during the school day. They can also work on class assignments and project-based learning enrichment activities. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The STAAR lending project was developed to align iPads and laptops with current core curriculum and instruction. We find our district is moving to a digital online learning format as we are now using online textbooks and emphasizing the use of "technology—tools" in the classroom. We want to extend the online curriculum and innovative teaching into the home where students have access to the same core and supplemental online curriculum used during the school day.

The 4th graders use will use online curriculum adopted by the MISD Board of Trustees. Curriculum such as Moby Max, Studies Weekly, Nancy Larson Science, Discovery Education, Spelling City, Pearson Reading Street, ReadWorks, ABC Teach, ReadWriteThink, and Apple Apps will be available to students at home as a part of the lending program for innovative teaching and learning.

The 9th–11th graders will also use online curriculum such as Discovery Education, Edmodo and Pearson Science, which have been adopted by the MISD Board of Trustees. Online Curriculum and innovative instruction will redesign the high school science program. The online curriculum will provide virtual learning opportunities that are exciting, fun, engaging and activities as related to STEM. The digital curriculum supports critical thinking and problem solving skills with after school project-based enrichment classes that have a real-world connection to enable students to use multiple skills.

Both the 4th grade core curriculum and instruction 9th–11th grade science curriculum and instruction will:

- Integrate text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Build technology literacy, and build background knowledge in the core curriculum areas of math, science, reading, and ELA.
- Provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Align with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

The lending project, including the use of electronic instructional materials, is also aligned with and incorporated into the District approved 2013-14 Technology Plan on file with TEA.

Having a lending programs means that the classroom management policies and procedures also apply beyond the school doors. Students will be required to adhere to classroom management will using the iPads and laptops at home. May ISD School Board have approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. According to research, Of all the possible variables, classroom management has the largest impact on student achievement (Marzano, 2003).

The classroom management policies emphasize that the classroom is a learning environment and students are accountable for their actions. While at home students are expected to be accountable for their actions. If a student uses their mobile device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

May ISD has adopted the following digital content to be used during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

4th Grade
Moby Max -- Math, Science, Reading, Writing, ELA
Studies Weekly -- Math, Science, Social Studies, Reading, Writing, ELA
Nancy Larson Science -- Science
Discovery Education -- Math, Science, Social Studies, Reading, Writing,
Spelling City -- Reading, ELA
Read Works & Pearson Reading Street -- Reading
ReadWriteThink -- Reading, Writing, ELA
9th -11th Grade
Discovery Education -- Science
Edmodo -- Science
Pearson -- Science

The above-mentioned online curriculum is accessible in the classrooms, throughout the campus, and at home using the new iPads and laptops. The online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build background knowledge in math, science, reading and ELA to reach challenging academic standards. Other technology components such as whiteboards will also be integrated into the curricula and instruction for the teacher to use for individualized instruction, specifically, the above-mentioned electronic instructional materials will be:

- Infused into classroom and home lessons and aligned to TEKS curriculum standards
- Include student assessment strategies that leverage technology components
- Use for teaching and learning across the core curriculum
- Used to support problem based learning in the classroom and at home
- Used to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD's professional development framework is designed around the premise that educators must develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized for the individual learner; and educators must fully integrate the appropriate technology throughout all curriculum and instruction. The MISD teachers continually participate in high-quality, research-based professional development activities through Region 15 ESC that ensure the effective use of technology and digital content and full integration of technology and digital content across subject and grade levels and to further the implementation of the Technology Applications TEKS and the acquisition of SBEC Technology Application standards by all educators. All professional development activities are based on the dis-aggregation of data to determine the academic performance gaps of students.

The 4th, 9th—11th grade teachers participating in the STAAR project have already participated in training on the digital Harcourt core basal along with the following supplemental curriculum. Using mobile devices and the core and supplemental online curriculum, the teachers will possess the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

It is important to note that teachers will continue to receive ongoing pedagogical support, coaching, mentoring, through one-on-one support and small cadres of teachers. All training conducted will be paid for with non-grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student use is very important to May ISD. The district has put in place a strong technology infrastructure throughout the elementary and high school campus that includes a local area network with Cat 5 wiring, hubs, switches, routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their mobile devices anywhere on campus to access the Internet and a wide-array of online information as well as the digital curriculum that has been adopted by MISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus administrators and technology director developed a plan to provide Internet access to the homes of students in need. First, they conducted an initial survey of the 4th, 9th –11th grade students to determine how many students have Internet access at home. From the initial assessment the district determined that 50% of the 4th grade students and 15% of the 9—11th grade students do not have Internet access including dial-up Internet access or DSL.

MISD currently uses AT&T's 3G/4G plan for the districts' cell phones for administrators and will use AT&T as the Internet provider for those students who do not have Internet at home. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all iPads and laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and home and 3G/4G service for those students who don't have Internet at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A strong technical support system is in place within May ISD. Students receive ongoing infrastructure and technical support from the Technology Director. He will be responsible for providing students with daily assistance on how to use, operate, and troubleshoot the mobile devices. He will ensure students are able to access online digital instructional materials and the Internet while at school and at home.

The technology director will also support the students' use of mobile devices with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of mobile devices, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administering grants on-time, within budget and according to fidelity is important to MISD. The district and campus administrators collaborated to develop a well thought-out and carefully-constructed management plan where the STAAR lending program grant will be administered using existing staff and non-grant funds. Specifically,

- The Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time, within-budget and according to fidelity.
- Campus Principals at the elementary and high school will serve as the Project Manager for their campus and will conduct classroom observations and review lesson plans to ensure teachers are integrating the devices, online curriculum and resources, and the Internet into the daily curriculum and instruction.
- Technology Director will purchase iPads and laptops and the data plan October 1, 2014 when the project period begins. Once the iPads and laptops arrive they will be insured. He will organize the mobile-device rollout by December 2014. He will ensure all digital instructional materials are accessible, and are interoperable with other technology components in the classroom and school. He will manage the local WiFi network, be responsible for accounting for all equipment, keep the equipment in good working condition, and provide the teachers and students with ongoing technical support.
- Business Manager will be responsible for the financial management of the grant and will maintain all financial according to local and TEA guidelines.

The check-out and check-in process will be a very important piece of the STAAR project. This process will be under the direction of the Technology Director. He will provide the 4th & 9th—11th grade teachers with the form to document the students' name, the date of the check-out, the serial number of the mobile device, and will have a place for the student to sign the form. The same teachers will be responsible for assigning a student a mobile device using the mobile device checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the MISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the mobile device they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Mobile Device; 2) Carrying Mobile Device; 3) Screen Care for Your Mobile Device. Mobile devices that are broken or fail to work properly must be taken to the library. Loaner mobile devices may be issued to students when they leave their device for repair. The Technology Director will collect student devices at the end of the year for maintenance, cleaning, and software installation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025-905

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Director will ensure the STAAR program will adhere to local school board approved policy (CMB Legal) regarding the inventory and account for each piece of equipment purchased. The iPads and laptops will be inventoried once received by the district.

The accounting of the technology lending equipment will be entered into May's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency.

It's also important to note that May will purchase insurance for all laptops and iPads so they can be replaced in the event they are damaged, lost or stolen. May understands that grant funds cannot be used to replace lost, stolen or damaged equipment purchased as part the STAAR program.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

May ISD School Board have approved policies and procedures that are in place as part of the STAAR lending program. The MISD Technology Lending Agreement in place addresses:

- Responsible use and care of equipment;
- Responsible use of the district's digital resources; and
- Responsible use of the equipment and Internet while not at school.

An approved Internet Policy and Acceptable Use (AU) Policy outline acceptable use of technology tools and the Internet along with consequences for violating the policies. A policy is also in place to ensure students have classroom opportunities to master the Digital Citizenship strand for their respective grade level.

The Technology Director, will deliver a STAAR lending program orientation for parents and students in both English and Spanish. The orientation activities include reviewing the Internet and Acceptable Use Policies and the Technology Lending Agreement. Parents and students will sign all agreements and the agreements will be on file. Once the agreements are signed the student will be allowed to check-out a device for extended learning at home.

It's important to note the Lending Agreement has an assurance that students receiving Internet access at home have demonstrated grade-level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

The district considers students use of iPads, laptops and Internet access at home to be a privilege. If the district determines a student is using his/her iPad or laptop and Internet for purposes other than educational or outlined in the Internet Policy, Acceptable Use Policy or Technology Lending Agreement, the district reserves the right to prohibit the student from checking-out devices.

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